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ABSTRACT

Intended both as a report on an Elementary and Secondary Education Act of 1965 (ESEA) Title IV project and as a guide for others wishing to initiate centralized media services in vocational-technical schools, this document describes the planning, funding, establishment, and the 1980 to 1983 operations of the Natchez Vocational Media and Research Services Center. The Center is designed to serve approximately 300 10th to 12th grade students of automotive mechanics, the building trades, business drafting, electricity, and the metal trades at the Natchez-Adams County Vocational School in Mississippi. It is noted that Natchez Center services include both the location of relevant print and nonprint materials published by outside sources and the inhouse production of videotape programs. The first half of the report presents information on budgets (with an example from the 1981-82 school year), personnel (with a vocational media specialist job description), assistance from support groups, facilities, equipment and materials, formulation of a selection policy (with sample materials and equipment evaluation forms), selection aids for vocational-technical materials, collection development, and community utilization of the center. A chronological description of the activities, procedures, and decisions involved in organizing and establishing the Natchez Center comprises the report's second half. Also provided is a list of companies producing vocational-technical materials in print and nonprint formats. (ESR)

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ED235803

Organizing and Establishing a Media and Research Services Center in a Secondary Vocational-Technical School

Procedures, Activities, Conclusions

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Media Specialist
for the
Natchez-Adams County Vocational School

With a Foreword by
Corinne Randazzo
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Natchez Special Municipal Separate School District

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Grateful acknowledgement is extended to the following personnel of the Mississippi State Department of Education—Division of Instruction for their contributions to the Project: Mr. Ralph Brewer, Dr. Jack Gunn, Mr. Clyde Hatten, Mr. John Barlow (special thanks for your guidance), Mrs. Yvonne Dyson, Mr. E.E. Polk Jr., and Mr. Cecil Brinson.

Acknowledgement is also extended to the Natchez-Adams County School Board, Mr. Claude Porter, other administrators, representatives of the local business and industrial community, and Mrs. Corinne Randazzo for their reinforcement of the Project. Other than providing supervision, Mrs. Randazzo provided invaluable training, professional guidance, encouragement and insight during the three years of the Project.

Credit is also due to the many students whose reactions and suggestions defined the development of the Center. Most of all, I would like to say a simple and heartfelt "thanks" to the administration, faculty, and staff of the Vocational School whose daily participation, cooperation, and collaboration has resulted in the establishment of the Center described here. Their acceptance of new elements (myself and the Center) into their environment was tremendous. Each of these persons, listed below, made not only a special contribution to the Project but also to me as a person. To the Vocational Director, I am very appreciative of your three years of guidance, thoughtfulness, and support.

Richard Fallin	Vocational Director
John Leckie	Vocational Counselor
Frank Dungan	Automotive Mechanics
Shirley Gibson	Related Academics
Jo Hinton	Distributive Education
General Holt	General Metal
Richard Kammerdeiner	Metal Trades
Carl Niven	Electricity
Eleanor Niven	Pre-Vocational Preparation

Danny Parson
Shirley Phillips
Rosena Profice
Johnny Walker
Bill Wilson
Eloise Reed
Ethel Robinson
Ike Hargrave

Drafting
Intensive Business Training
Related Academics
Building Trades
Diversified Occupations
Bookkeeper
Secretary
Custodian

Finally, grateful appreciation to Danny Parson for
designing the cover of this booklet.

FOREWORD

The idea for this vocational project was conceived by Donald Marion and Corinne Randazzo while they were enrolled in an Educational Administration course at the University of Southern Mississippi (Hattiesburg) under the direction and guidance of the late Dr. David Stewart.

After visiting several Vo-Tech centers in Mississippi, Don and I saw the pressing need for supplemental materials and equipment to be made available for these students. We felt they would be placed in a central location and managed by a media specialist.

The video-tape medium seemed to be the key ingredient to aid in teaching the courses. Taping lesson segments were ideal for both the teachers and the students. These became available for the community, also. Editing made up-dating a reality.

A very special person, Miss Anne Minter, organized and administered this center for three years while it was funded by the E.S.E.A. Title IV program. Now, she will continue to supervise the center with funding being provided by the Natchez-Adams School District.

This booklet should be helpful to those who wish to initiate such a center.

Corinne Randazzo
District Supervisor of
Library/Media Services

INTRODUCTION

The highly skilled technician is becoming an essential member of the scientific and management team in research, development, production, and services. As a member of the team, the technician must not only be well trained, but he/she must also know how to stay abreast of changes in his/her field. Research indicates that in the next decade more vocational-technical training programs will be needed in secondary schools than college preparation programs. Vocational and technical programs provide for instruction in scientific principles, supporting mathematics, laboratory techniques, and opportunities for the student to acquire the knowledge of the principles of applied science and of hardware processes, procedures, techniques, materials, and modern measuring and control devices.

Special learning resources for vocational-technical educational programs are essential in meeting the vocational-technical program's objectives. The use of special learning resources is vitally important to the teaching methods of the technical instructor and the study habits of the technical student. The instruction should be so designed that the student may learn where to locate information on any course he/she is studying.

After the student leaves school and becomes employed as a technician, he/she will be expected to obtain information for himself in the future. For this reason, the establishment of a media and research services center is an essential factor in the vocational-technical educational programs of the future.

The Natchez-Adams County Vocational School, just as most other vocational-technical schools in the state of Mississippi, has no centralized media services available to students and instructional staff. One of the unique aspects of the Title IV Project was that of community involvement. Plans to involve local

business, industry, and community members in the utilization of the media and research services center was important due to the fact that the students utilizing the Center would probably be employed by these businesses and industries in the future.

The Natchez-Adams County Vocational School serves the vocational-technical educational needs of the Natchez-Adams County area. This clientele includes representatives from the community, local businesses, industries but primarily secondary school students in grades 10-12. The chart on the following page illustrates the scheduling of the one-hour and three-hour classes.

The Project was divided into three distinct phases. Phase 1 consisted of the development and planning the the Project; Phase 2, the first year of organization (1980-81); and, Phase 3, the following two years of operation (1981-82, 1982-83).

One-Hour Schedule		Three-Hour Schedule
1st Period	Distributive Education Diversified Occupations General Metal	Automotive Mechanics Building Trades
2nd Period	Distributive Education Diversified Occupations	Drafting Electricity
Break		
3rd Period	Distributive Education Diversified Occupations	Intensive Business Tr. Metal Trades Pre-Vocational Prep.
Lunch		
4th Period	Diversified Occupations	Automotive Mechanics Building Trades
Break		Drafting Electricity Intensive Business Tr. Metal Trades Pre-Vocational Prep.

BUDGETS

Appreciating the fact that vocational-technical materials are more costly than traditional, academic materials, an adequate budget is needed to finance the organization of a vocational-technical media center. Another consideration when compiling budget figures is whether or not one's media and research services center will be responsible for producing in-house video programs. Each vocational-technical program has a unique curriculum; and many times the vocational media specialist is not able to locate audio-visual materials to accommodate that program. When this happens, it becomes necessary to produce video programs within the school. Many times this can involve a costly investment in video equipment; however, this investment will quickly be proven worthwhile.

The Natchez Vocational Media Center received funding from several sources; the chief source of funding was provided by the Elementary and Secondary Education Act of 1965, Title IV, Part C. Other sources of funding included: (1) ESEA Title IV, Part B, (2) ECIA Chapter 2, (3) District Maintenance (this is a local budget), and (4) the International Paper Company Foundation.

An adequate budget should be provided for the purchase of print material, non-print material, periodicals, newspapers, audio-visual equipment, processing supplies, facilities (improvement, if necessary), furniture, etc...Further references will be made to the topic of BUDGETS throughout the booklet.

The illustration on the following page outlines the budget for the 1981-82 school year.

FISCAL DATA (Continued)

2. Budget Item Analysis

- This form is a supplementary schedule for each expenditure account for which expenditures are budgeted. The schedule is to show what estimated costs were included in the budget and the basis for each cost estimate.
- List personnel by positions and percentage of time required for project.
- List each different type of materials or equipment separately.
- The budget is part of the application and should be followed very closely. Each project will be given an opportunity to make minor revisions at scheduled times.

Account No.	Item or Descriptive Title	Quantity	Unit Cost	Budgeted Amount
1000-100	SALARIES			
111	Professional--contract		11,319.00	12,600.00
112	Clerical--student worker		31.00	
130	Inservice/Overtime Community Education 30 weeks, 3 hours per week, \$5.00 per hour June, 1982--4 weeks \$200.00 per week		450.00 800.00	
2500-200	EMPLOYEE BENEFITS			2,000.00
210	Social Security			
220	Retirement			
250	Unemployment Insurance			
2000-300	PURCHASED SERVICES			600.00
	Stamps for mailings			
	NSU Vocational Conference			
	Travel			
2000-400	SUPPLIES			2,500.00
410	supplies and materials			
2000-500	CAPITAL OUTLAY			7,500.00
541	Equipment--Video Editing System			
Total				25,000.00

1981-82 School Year Budget

PERSONNEL

The first and most basic need in organizing and establishing a vocational-technical media and research services center is that of providing qualified personnel to administer the program. According to the standards of the Southern Association of Colleges and Schools, a school which serves 300 or more students must provide at least one full-time librarian. With this standard as a guideline, a qualified media specialist was selected for the Natchez-Adams County Vocational School. The media specialist was provided with the same status, salary, and working conditions equal to those of other members of the instructional staff with comparable qualifications and responsibilities.

Vocational Media Specialist

"Qualified" is a difficult term to define when it is applied to a library/media specialist working with a vocational-technical collection. The vocational media specialist should have a broad background. Preparation in reference services, collection development, cataloging of print materials, cataloging of non-print materials, utilization of audio-visual equipment, media production, administration, and management are all necessary qualifications. Special attention should be paid to the areas of media production and utilization of audio-visual equipment as these skills will have many applications for the vocational curriculum. The media specialist should have the necessary certification, and possess the competence to launch and implement a successful media program.

Even with these qualifications, it is doubtful that a media specialist, although adequately prepared, is fully prepared for the task to be undertaken. The vocational-technical collection is a special collection, and the media specialist must come to know the collection well before attempting to instruct others in

its utilization. The vocational-technical collection of the Natchez-Adams County Vocational School strictly contains items which were selected on the basis of the vocational curriculum. This curriculum includes the following courses: Automotive Mechanics, Building Trades (construction), Distributive Education (sales and marketing occupations), Drafting, Electricity (electricity and basic electronics), Intensive Business Training (clerical office training), Metal Trades (machining and welding), Pre-Vocational Preparation for the Handicapped (home economics and composite shop), and Related Academics (remedial mathematics and language skills). The vocational-technical collection of the Natchez Vocational School contains only a sampling of the materials which one would normally expect to find in the collection of an academic high school library.

Shown below and on the following pages is a sample job description for a vocational media specialist. This job description indicates the goals, objectives, and responsibilities for which a vocational media specialist might be held accountable.

Vocational Media Specialist Job Description

Responsible Directly To:

1. Director of the Vocational School
2. District Supervisor of Library/Media Services

For What Areas:

Developing, coordinating, and implementing the library/media and technology services program for the Vocational School

Goal-Objective:

To direct/coordinate the total program of library/media services for the Vocational School

Responsibilities:

1. Assessing and meeting the information needs of students, instructional staff, community members, and business/industry members
2. Developing library/media policy for the Vocational School following the guidance of the District Supervisor of Library/Media Services
3. Developing programs and activities to stimulate student interest in utilizing the resources of the media center
4. Selecting, ordering, cataloging, classifying, and organizing a special collection of books, periodicals, manufacturer's catalogs, pamphlets, slides, filmstrips, film loops, microfiche, and videocassettes for effective utilization by patrons
5. Establishing and maintaining contact with major distributors/publishers/producers and other sources of materials for the collection
6. Evaluating materials, considering their technical and informational qualities, and selecting materials for the collection
7. Working with the instructional staff to provide materials for classroom/shop instruction
8. Compiling acquisitions lists (by subject) of publications/programs to be purchased after reviewing catalogs, publisher's announcements, searching current literature, and conferring with the instructional staff
9. Classifying materials according to subject content
10. Issuing, receiving, and maintaining materials for circulation or for use in the center
11. Serving as a resource person to the instructional staff, keeping the staff abreast of new materials in the collection, and compiling lists of media center materials according to subject
12. Directing the activities of the media assistant

- and student clerical assistants
- 13. Furnishing information on library/media activities, facilities, services, and rules
- 14. Explaining and assisting patrons in the utilization of reference resources
- 15. Compiling and submitting proposed budgets, reports, and needs assessments to the District Supervisor of Library/Media Services and the Director of the Vocational School
- 16. Maintaining circulation, utilization, and accession records
- 17. Preparing an inventory of media center materials
- 18. Assembling and arranging displays of media center materials
- 19. Audio-visual and video production services as follows:
 - a. administering effective utilization of audio-visual materials and equipment (including preparing and arranging programs for presentation to students and other groups, may include leading discussions after showing)
 - b. maintaining materials and equipment
 - c. operating audio-visual equipment
 - d. training instructional staff and students in the operation of audio-visual equipment
 - e. planning audio-visual programs, primarily video programs
 - f. advising students planning video productions on technical problems (sound, lighting, program content)
- 20. Performing other related responsibilities as required

As a result of this innovative project, it was determined that the Natchez-Adams County Vocational School, which serves approximately 300-350 students each day, requires one full-time media specialist and several assistants.

SUPPORT GROUPS

Assistance from support groups enables the media specialist to work with the vocational-technical media center's patrons to provide maximum, effective utilization of the center's resources. From the project study, it was evident that the Natchez Vocational Media Center's support system contained 7 basic groups: 1) Student Clerical Assistants, 2) Student Media Assistants, 3) the District Instructional Materials Center, 4) South Natchez-Adams High School, 5) North Natchez-Adams High School, 6) the Natchez School District's central videotaping facility located at Braden Elementary School, and 7) members of the local business and industrial community.

Student Clerical Assistants

Six student clerical assistants were selected from the Intensive Business Training class to complete a "rotation" in the Vocational Media Center. This rotation was designed as a simulated, on-the-job experience. Typing catalog cards, typing orders for instructional materials, typing forms, and checking materials in and out of the Vocational Media Center were only a few of the duties which student clerical assistants were expected to perform. In order for each student clerical assistant to experience as many of the different duties as possible during the school year, the clerical assistants exchanged duties each 9-weeks. Each student was evaluated by the media specialist during each 9-week grading period and given the chance to earn a rotation rating score which was averaged with their regular Intensive Business Training class grade.

Student Media Assistant

Although on a regular academic schedule, which included Diversified Occupations, the student selected

as the media assistant had been a full-time vocational (drafting) student previously. This student was enrolled as a media assistant and received $\frac{1}{2}$ of a credit for her participation in the media program. The media assistant was responsible for assisting the media specialist in the operation of the audio-visual and video production services which were listed under item "19" of the Vocational Media Specialist's Job Description. The duties of the media assistant included videotaping off-the-air programming from the Mississippi Authority for Educational Television, videotaping "live" programs, checking audio-visual equipment in and out of the Vocational Media Center, and planning and preparing for video productions within the Vocational School. In a vocational-technical school which utilizes the video medium heavily, as does the Natchez Vocational School, a well-trained student media assistant is an invaluable necessity.

District Instructional Materials Center

The District Media Center, or Instructional Materials Center, of the Natchez Special Municipal Separate School District provides assistance in several areas. The District Media Center is a centralized agency serving not only the District's eight elementary, four junior high, 2 high school, and one vocational-technical school library/media centers, but also three private school libraries. The Supervisor and her staff administer budgets, perform all bookkeeping tasks, process purchase orders, catalog and process incoming materials (if needed), provide a communications link with other schools in the District, etc... This is in no way a complete description of the activities and functions of the District Media Center; without their centralized assistance, the media specialist's job would be much more difficult.

District School Library/Media Centers

South Natchez-Adams High School and North

Natchez-Adams High School provide support through the utilization of their collections by vocational-technical students. They have provided the students with the basic skills necessary to locate information in their particular libraries; therefore, when students come to the Vocational School they already have many of the basic skills necessary to function at the Vocational Media Center. The central videotaping facility at Braden Elementary School has been a tremendous help when the Vocational School's video equipment was out of order. Due to the fact that the Vocational Media Center has all of the equipment necessary to videotape programs, it is not often that the facility at Braden is utilized by the Vocational School; however, when it was necessary, the staff of the facility never failed to come through.

Local Business and Industrial Community

Refer to the subtopic, "Utilization of Community Members", under the main topic, "COMMUNITY UTILIZATION".



Senior Student
Clerical Assis-
tant, Jackie
Williams

FACILITIES

For ease of access by patrons within a vocational-technical complex, the media and research services center should be centrally located. Providing ease of access for community patrons, however, can present a problem. The ideal situation is one in which an entrance to the media center exits to the outside of the complex or in a hallway which can be blocked so as not to provide access to other parts of the complex.

Areas for viewing, listening, reading, technical processing of materials, production of instructional materials, production of video programs, and displaying materials should be included when planning a media center facility. Of course, no media center would be able to function without the necessary, basic equipment and furniture:

- book trucks
- calculator
- card catalog
- carrels, equipment utilization
- carrels, study
- chairs
- circulation desk
- filing cabinets, office files
- filing cabinets, vertical files
- photocopier
- shelving, periodicals
- shelving, print and non-print materials
- shelving, storage
- tables, individual study
- tables, group study
- typewriter

Certainly, more equipment and/or furniture than listed above is needed to equip a media center. The list above is intended to represent the very basic necessities; it could, most certainly, include many more items.

EQUIPMENT/MATERIALS

Audio-Visual Equipment

Vocational-technical audio-visual software can be found in a wide variety of formats; therefore, a variety of equipment should be accessible to patrons, and the supply should be adequate in order to support and encourage the utilization of available software materials.

The following assortment of equipment is recommended for maximum utilization of available software formats. The ratio of instructional staff members to pieces of instructional equipment varies with the particular type of equipment, the location of classrooms/shops where the equipment might be utilized (to facilitate the sharing of equipment), and whether or not the equipment is of a portable nature. The list below contains pieces of equipment suggested for a small vocational-technical media and research services center.

- carrivoice (portable public address system)
- carts (various heights to accomodate an assortment of equipment)
- cassette players
- cassette recorder/players
- extension cords
- filmstrip/cassette viewers
- headphones
- listening centers
- microfiche readers
- projectors, 8mm film loop
- projectors, filmstrip
- projectors, opaque
- projectors, overhead
- projectors, 16mm auto-load
- projectors, slide carousel
- projectors, sound-on-slide
- projectors, 20mm film loop
- record players

- screens
- slide/cassette viewers
- slide trays, carousel
- slide trays, sound-on-slide
- television receivers
- videocassette players

Production Equipment, General

Additional equipment should be provided for the production of instructional materials (transparencies, stencils, graphics, slides, etc...) Several of the items listed previously can also be utilized for production purposes.

- art table
- copy stand
- dry mount press (laminator)
- photocopier
- thermofax copier
- 35mm camera
- typewriter

Production Equipment, Video

The following items should be provided for vocational-technical media centers which will utilize the video medium. These are items which are needed for basic video production.

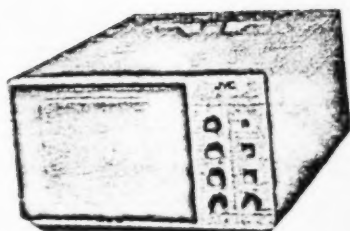
- adapter/battery charger (portable VCR accessory)
- camera filters
- earphones
- extension cords
- microphones
- monitors
- tripod/dolly
- various extensions, jacks, adapters, cables
- video camera, color
- videocassette recorders
- videocassette recorder, portable
- video editing system

Instructional Equipment

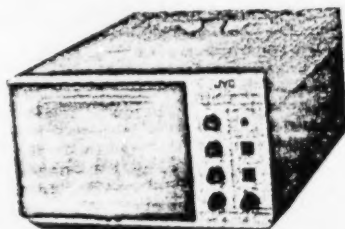
Some instructional equipment can be provided by the media and research services center if necessary. After demonstrating a need for a gas heating training unit, the unit was purchased with Title IV, Part C project funds to be utilized by the electricity class. Designed to instruct electrical students in the fundamentals of gas heating controls systems, with this unit the instructor is able to simulate a heating problem within the system. Once the instructor has prepared the problem, it is the responsibility of the student to locate and correct the problem.

The decision to purchase instructional equipment which would normally be located in a classroom/shop is one which depends entirely on the particular school situation. The media specialist would have to consider several factors: 1) the cost and the effect of the purchase on the budget, 2) storage of the equipment, 3) methods of circulating the equipment, 4) potential utilization of the equipment, and 5) the potential maintenance involved.

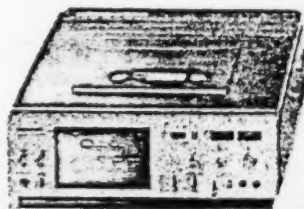
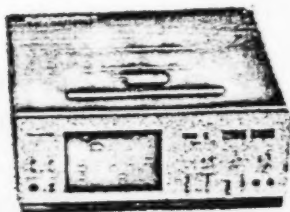
DELUXE VIDEO PRODUCTION SYSTEM
(Editing System)



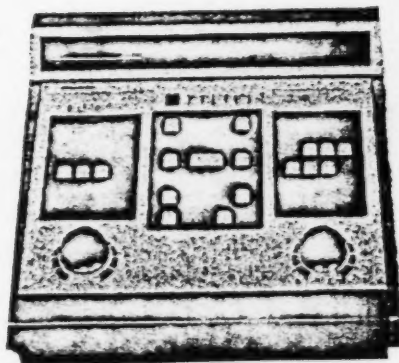
Portable
Video Monitor



Portable
Video Monitor



VHS 1/2"
Videocassette
Recorders



Editing Control Unit

SELECTION POLICY

A selection policy for the Vocational Media Center was formulated during Phase 2 of the project. As shown below, the selection policy for the Natchez Special Municipal Separate School District's school libraries, written by Corinne Randazzo (District Supervisor of Library/Media Services), was adapted to suit the requirements of the Vocational Media Center.

The Vocational Media Center has a definite obligation to make available, through multi-media, a wide scope of accurate, up-to-date information and to provide access to a variety of interpretations on all subjects.

It is the responsibility of the Vocational Media Center to provide materials to enrich the curriculum and to help the student to continue to educate himself, to keep abreast of progress in his/her chosen field, and to develop greater efficiency as a member of the world of work.

Maintaining qualitative standards for selection of materials is essential. All books and other instructional materials shall be evaluated before purchase, either through personal examination or by consulting reputable, unbiased professionally prepared selection tools.

The responsibility of a balanced and adequate collection and for the acquisition of new materials shall be vested in the Vocational Media Specialist and the District Supervisor of Library/Media Services. It shall be the responsibility of the District Supervisor to evaluate the orders of the media specialist, consulting with her when necessary.

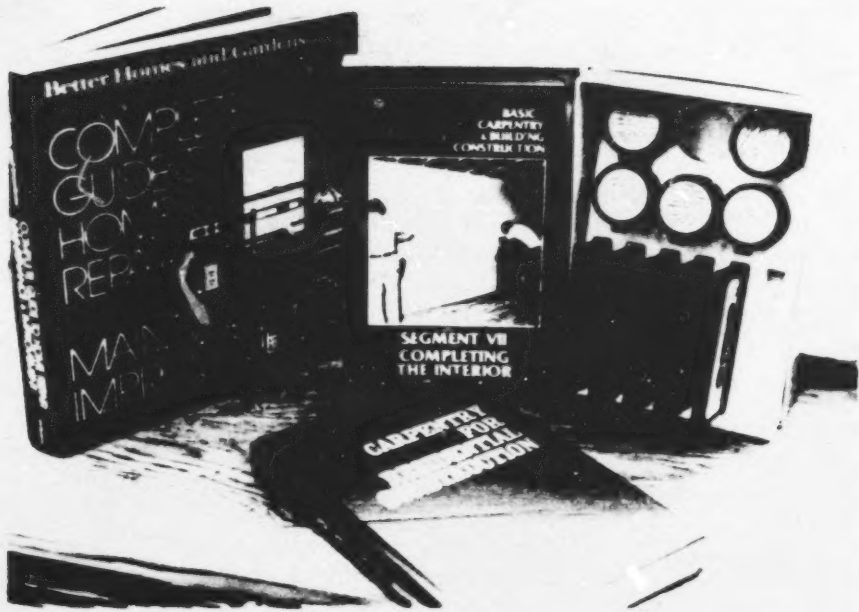
All gift books and materials should meet the same selection criteria as for materials purchased with Board of Education funds. Gift books and materials once accepted by the Natchez Special Municipal Separate School District become the property of the Natchez Public Schools. Disposition of the materials will be made on the judgment of the Vocational Media Specialist and the District Media Supervisor.

Freedom of inquiry is essential to education in a democracy. Therefore, if a complaint is received, the following procedures should be observed:

1. If the complainant telephones, listen courteously and invite him to file his complaint in writing, but make no commitments, admissions of guilt, or threats.
2. If he writes, acknowledge the letter promptly and politely. In either case, offer to send the complainant a prepared questionnaire so that he may submit a formal statement.
3. Four copies of the questionnaire should be filed: one each to the Vocational Media Specialist, the District Supervisor of Library/Media Services, the Vocational Director, and the Superintendent of Schools.

Procedures for Selection and Evaluation of Materials

In order to provide the best materials for the vocational-technical collection, the Vocational Media



Center encourages both the instructional staff and the students to make recommendations for the purchase of materials. Once a recommendation is made, the vocational media specialist considers the request for purchase. If purchased, the material is normally sent on an approval basis. Most companies requires that an item shipped "on approval" be returned within 30 days; usually, this is ample time to review an item.

Upon receipt of an item or items, the person which recommended the item is asked to review the item and complete a "Materials Evaluation Form". A copy of this form and the form which is used to evaluate instructional equipment follows. Once an item has been reviewed, if the review is favourable, the item is kept; otherwise, the item is returned to the distributor.

1. Title: _____
2. Form: (circle one) Book, fiction Book, non-fiction
- Cassette Tape Kit _____ Slide
- Chart Map Transparency
- Disc Microform _____ Videocassette
- Film Loop Reel Tape Other (specify)
- Filmstrip 16mm Film _____
3. Source or Company: _____
4. Subject Area(s): _____ Audience: _____
5. Learning Objective: _____

Please rate this material by assigning points for each criteria according to whether the stated objective will be reached by the intended audience.

- | | | |
|----|---|-----------|
| 1. | Appropriateness
motivation, vocabulary, readability, concepts,
material coverage, feedback, style | 0-10_____ |
| 2. | Authenticity
factualness, recency, stereotyping | 0-10_____ |
| 3. | Topic Development
organization, scope | 0-10_____ |
| 4. | Special Features
teacher's guide, descriptive notes, user's materials,
index, glossary, bibliography, maps, charts, dia-
grams, illustrations | 0-10_____ |
| 5. | Technical or Physical Aspects
clear, distortion-free sound; well-focused visuals
with true color, sturdy, attractive, quality
materials, readable print, good margins,
attractive illustrations | 0-10_____ |
| | TOTAL | |

Comments: _____

Evaluator: _____

EQUIPMENT EVALUATION FORM

Type of Equipment: _____

Manufacturer: _____ Serial No. _____

Excellent Adequate Poor

- 1) Image quality in a darkened room
- 2) Image quality in normal light
- 3) Clarity and stability of focus
- 4) Quality of sound
- 5) Ease of loading
- 6) Quietness of operation
- 7) Jam free operation
- 8) Portability
- 9) Usefulness

Comments: _____

Evaluator: _____

SELECTION AIDS

Listed below are only a few of the sources which are available as selection aids; these aids are mainly for vocational-technical materials, whereas, many of the other aids utilized today are for the more academic collection.

Book Selection Aids

The Vocational-Technical Core Collection

Professional Journals:

- Business Education Forum
- Industrial Education
- Library Journal (academic as well as vocational-technical)
- New Technical Books
- School Shop
- VocEd

Trade Journals:

- Architectural Digest
- Career World
- Decorating and Craft Ideas
- Computers and Electronics
- Family Handyman
- Fine Homebuilding
- Fine Woodworking
- Hudson Home Magazine
- Occupational Outlook Quarterly
- Popular Mechanics
- Today's Secretary
- Workbench

Audio-Visual/Software Selection Aids

Educators Progress Service

- NICEM Index to 8mm Educational Motion Cartridges

- NICEM Index to Overhead Transparencies

- NICEM Index to 16mm Educational Films

- NICEM Index to 35mm Educational Filmstrips

Sources of Free and Inexpensive Educational Materials

Sources of Free and Inexpensive Teaching Aids

Sources of Information and Unusual Services

Professional Journals:

Audiovisual Instruction

Educational Product Report

Instructional Innovator

Media and Methods

Trade Journals:

Architectural Digest

Car Craft

Career World

Decorating and Craft Ideas

Family Handyman

Fine Homebuilding

Fine Woodworking

Home Shop Machinist

Hudson Home Magazine

Occupational Outlook Quarterly

Popular Mechanics

Real World

Today's Secretary

Workbench



COLLECTION DEVELOPMENT

The collection of any vocational-technical media and research services center should be appropriate for the curriculum of the particular vocational-technical complex which it is intended to serve. For instance, the Natchez-Adams County Vocational School does not include agriculture as part of the curriculum; therefore, the Vocational Media Center contains few, if any, materials dealing with the subject of agriculture. As items are lost or discarded, new items are purchased of comparative content, if the content is still considered relevant to the curriculum.

The vocational-technical collection should also include a general reference collection that meets the needs of the students and curriculum. A collection for the professional staff should also be maintained. This collection should include teacher's guides to go along with the materials in the vocational-technical collection, spirit masters, teaching aids, and current literature dealing with the vocational-technical instructor, and trends in the field of vocational education.

All materials are processed in the Vocational Media Center, instead of the District Instructional Materials Center; this is due to the fact that the vocational-technical collection of the Natchez Vocational School is not catalogued like other materials in the Natchez School System. A description of the arrangement of the collection will follow later.

The audio-visual equipment belonging to the Vocational Media Center is inventoried and maintained in the Center. Daily, materials are circulated from the Center to the various classrooms/shops and returned at the end of the school day. Some items are checked-out to the instructors for the entire school year; however, these items are checked periodically for maintenance and inventory.

COMMUNITY UTILIZATION

During the organization of the project, the topic of community utilization was introduced. It was decided that community members, as well as members of local businesses and industries, would benefit from the resources which would be provided by a vocational-technical media and research services center. The person who wants to build his own backyard barbeque grill, the homemaker who wants to learn to become a wise consumer, the backyard mechanic, the person who would like to learn a new craft or upgrade his/her present craft...all of these are persons that would derive benefit from the resources of the vocational-technical media center.

One might ask why these persons could not check-out materials from a local library. After a careful study of local libraries (one public, one junior college, one branch university) by Mrs. Corinne Randazzo, it was discovered that these libraries contained few, if any, vocational-technical materials. The cost of vocational-technical materials is higher than that of more commonplace materials, thus, vocational items are not priority items on most library budgets.

Utilization by Community Members

The Vocational Media Center was first introduced to the community through an article written by a local newspaper. Soon after this article was printed, the Natchez-Adams County Vocational School held its annual Visitation-Work Night. Members of the community, businesses, industry, school board, parents of the vocational students, and local congressmen were all invited to attend. A special invitation to visit the Vocational Media Center was included with all of the invitations. This invitation produced a favorable turn-out in the Vocational Media Center; however, during the second Visitation-Work Night more persons visited the Center. This was due to

the fact that the Center had been operating for one entire year and had entered Phase 3 of the project.

During the organization of the Media Center (Phase 2), only a handful of community members utilized the Center's resources. At this time, the Director of Community Education for the Natchez Special Municipal Separate School District approached the media specialist regarding the possibility of having the Media Center open two nights a week during some community education classes held at the Vocational School. The Center remained open for the duration of the night classes during the remainder of the school year. During Phase 3 of the project, the Center was to remain open at night once again for community education classes; however, these classes only lasted eight weeks each, and there were only three sessions during the entire school year.

Functional Problems

When considering whether or not to open the Center's facilities to the community, many questions had to be answered. Will community members utilize the resources of the Center? Will the media specialist be required to open the Center during the evening? Is the Center located so that persons have access to it but not to the other sections of the Vocational School? What procedures will be established concerning the circulation of materials to community members? Will the retrieval of materials from community patrons present a problem?

During Phase 3 of the project, it was discovered that the community would utilize the materials and resources of the Vocational Media Center. This fact was most apparent during the 1982-83 school year; utilization by members of the local community increased markedly even though the Center was no longer open at night.

When community education classes were discontinued at the Vocational School, it was clear that the Vocational Media Center would not be able to remain open during the evening hours; the physical design of the school did not lend itself to opening only the section of the complex which housed the Media Center. Also, the media specialist would have to remain in the building alone during the evening hours. As a compromise, or solution, to this problem the media specialist has attempted to create an attitude of "willing assistance". Requests for materials during the regular school hours are filled; and, requests to view materials after regular hours are filled whenever possible. If a member of the community has submitted a request for materials, equipment, or services, the media specialist attempts to exhaust all possibilities before denying the request.

Community members are allowed the same circulation privileges as vocational students. Although materials may be checked-out for a two-week period, and are expected to be returned on the due date, the overdue policy for community patrons is somewhat different than that of the vocational students. Vocational students are charged overdue fines beginning the day the materials are determined to be overdue; community patrons, on the other hand, are allowed a one-week grace period before overdue fines are charged. This is due to the fact that the Center is not open at night to allow the return of materials by those who work during the school day. The retrieval of materials from community patrons can become a problem. If handled tactfully, however, the problems should be minimal.

Utilization of Community Members

The assistance from the business and industrial community in Natchez has also been invaluable. Each craft (skill) area of the vocational-technical curriculum has a group of persons from local businesses and industries which comprise a "craft Committee" for that

area. The craft committee is responsible for checking the curriculum of the particular craft area to see that it is updated periodically. During meetings with the instructor and the vocational director, the committee discusses current technology, methods, equipment, employment trends, etc... If changes are needed in the curriculum, they are suggested by the committee and taken into consideration by the instructor and the vocational director. Members of the various craft committees have expressed a desire to be of assistance to the Vocational Media Center, volunteering to act as consultants concerning the purchasing of print and non-print materials for inclusion in the Center's collection.

Businesses not represented on the craft committees have also been quite helpful by offering advice, technical assistance, loaning materials, and donating materials to the collection. The International Paper Company-Natchez Mill was instrumental in assisting the media specialist apply for an International Paper Company Foundation Fellowship. This fellowship provided funds which enabled the media specialist to pursue her education in the field of video production.

Without the assistance of members of the local business and industrial community, the Vocational Media Center would certainly be lacking needed elements. Presently, the Vocational Media Center is making plans to produce some video programs which can be utilized by both International Paper Company and the Natchez-Adams County Vocational School. It is imperative that the vocational media specialist maintain contact with representatives from local businesses and industries!

PROJECT ACTIVITIES

The text of this section contains a description of the many activities, procedures, decisions, and details which were involved in organizing and establishing the Vocational Media and Research Services Center at the Natchez-Adams County Vocational School. When planning this section of the booklet, I felt that it would be beneficial to set it up in chronological order; thus allowing another person setting up a similar center to discern the amount of time and energy involved in such an undertaking. Although it took three years to establish the Center in Natchez, it will not necessarily demand the same amount of time to replicate the project elsewhere.

When replicating this project, this section should not be followed literally. Each school district operates under different policies and procedures; therefore, those which worked in Natchez may not necessarily work in another school district. These procedures must be adapted to each school's particular needs and goals.

March, April-1980

While attending the University of Southern Mississippi (Hattiesburg campus), I was placed under contract by the Natchez Special Municipal Separate School District for the ensuing school year. Upon receiving a copy of the grant proposal from Mrs. Corinne Randazzo, I began to outline the program objectives and formulate some sample in-service programs.

May, June, July-1980

Even though school was dismissed in May, the vocational instructors worked two weeks longer than most other instructors in the school district. This afforded me the opportunity to meet each of the instructors and discuss materials selection with them. During these

three months, I visited the Vocational School regularly in order to acquaint myself with the school and its organization.

Fortunately, the Natchez Vocational School was designed with the inclusion of a library. Until the project began, the library facility (consisting of one room) was utilized as classroom space. The library, now called the Vocational Media Center, had its advantages and disadvantages; however, most of the disadvantages were eliminated due to improvements made during Phase 2 and Phase 3 of the project. The greatest advantage was the fact that the library already contained a great deal of the necessary basic equipment/furniture, audio-visual equipment, and general production equipment. Already included in the library's inventory were book trucks, study carrels, tables and chairs, a teacher's desk, a typewriter, a large storage cabinet, a magazine display rack, a favorable assortment of audio-visual equipment (including a large variety of projectors, a television receiver, microfiche readers, screens, carrivoice, cassette recorder/players), and a small collection of books and audio-visual kits. Some of the items which were not on the library's inventory (dry mount press, copy stand, 35mm camera, typewriter) were available either within the Vocational School itself or at the District Instructional Materials Center.

Although it took time, overcoming the library's disadvantages proved to be a simple task. Improvements were made in the Vocational Media Center with the assistance of funding from the local school district, Title IV-C, Title IV-B, Chapter 2, and the Mississippi State Department of Vocational Education; the time and effort of some of the vocational instructors and students also proved to be invaluable. Necessary audio-visual equipment, video production equipment, filing cabinets, and a card catalog were all purchased with the previously mentioned funds. District funds provided materials for an office space, including an area for technical processing, which was constructed by several of the vocational instructors. The District also provided funds for a unit of cabinets designed by a drafting student and later constructed by the Building

Trades class. This unit consisted of a desk for the student clerical assistants and storage space for: processing supplies, audio-visual equipment, a video editing system, and a collection of programs on videocassettes. A lack of electrical outlets came to be a recurring problem as audio-visual equipment was added to the inventory; this was corrected by the electrical trades instructor. Even though no provisions were made in the Vocational Media Center for an area for instructional materials production, this was no great disadvantage; an area for this was located elsewhere in the Vocational School.

The only disadvantage which has not yet been overcome is that of a lack of adjustable shelving for the book and audio-visual software collection. The shelving in the Center was built into the walls, thus making it difficult to modify them. Due to the cost involved in converting to another shelving system, it was decided that the present system would be utilized until provisions could be made otherwise. Adjustable shelving is essential to effectively housing a vocational-technical collection because many of the materials are over-sized.

August-1980

(Beginning of Phase 2)

As August arrived, it came to my attention that an evaluation design was to be completed by the end of September. The techniques and procedures involved in evaluating the progress of the project were to be described in this evaluation design. Most of the month was spent formulating this design and preparing it for submission to the Mississippi State Department of Education-Division of Instruction. A videocassette recorder, ordered prior to my arrival, was received and returned due to damage caused during shipment.

As school began the last week in August, I was under the impression that I was familiar with the schedule and the routine of the Vocational School; as I was to learn later, this impression was incorrect.

September-1980

After the Labor Day holiday, the first regular faculty meeting was held to go over the Vocational School's rules and regulations. The school year had begun and the project was entering Phase 2. As stated earlier, the room designated as a library was being utilized as a classroom for the Related Academics program. Due to the fact that the instructor was not aware of the acceptance of the project until the school year had begun, it was agreed that the Related Academics program would continue to operate from the room which is now referred to as the Vocational Media Center until the testing and evaluation of students with the GATB (General Aptitude Test Battery) was completed. This would not only allow time to prepare a new classroom for the instructor, but also allow me time to complete the evaluation design.

As it turned out, the instructors were not able to move until late September, thus delaying the organizational process. Although I could not physically rearrange the Center, I was able to inventory the present collection. One advantage of this situation was having the person previously responsible for the collection in the same room while I completed the inventory. This allowed me to ask her questions concerning the collection whenever necessary. Without her assistance, the first few months of the school year would have been more difficult. She had accessioned most of the items in the collection, as well as maintained them for circulation. Before her move to another classroom, she withdrew many items which would not be needed in the collection; this helped when the task of weeding the collection was started.

The evaluation design was completed and mailed to the State Department during the first week in September, and the matter of drafting faculty and student questionnaires to determine attitudes regarding library/media usage and services was next. The faculty questionnaire was drafted, copied, and distributed at the next faculty meeting. During this meeting I asked for suggestions concerning the formulation of the student questionnaire. The

instructors were quite helpful, and with their assistance the student questionnaire was drafted and administered during late September. Mr. Richard L. Fallin, Vocational Director, was instrumental in helping me to gain/earn the cooperation of the instructors.

While waiting for the questionnaire to be returned from the printer, other tasks were conducted, such as: (a) checking the Center's equipment inventory and accession record, (b) ordering and receiving office supplies and processing supplies, (c) ordering videocassettes, (d) sorting, filing, and indexing periodicals left in the Center, (e) ordering a few instructional materials, and (f) beginning to accession loan items and gifts.

During the two weeks I was administering the questionnaires to the students, many other activities were also taking place:

- (a) picking up purchase orders from the DIMC--Due to the fact that the DIMC managed the budget for the project, any purchases made with project funds had to be made with purchase orders issued from the DIMC.
- (b) visited the central videotaping facility at Braden Elementary School to discuss instructional television programming
- (c) finalized an off-the-air videotaping schedule and began videotaping daily
- (d) received video equipment which had been ordered previously (videocassette recorder, portable vcr, color video camera, and tripod/dolly)
- (e) assembled the color camera and tripod/dolly (minor assembly required)
- (f) arranged for an inservice program for instructors covering the operation of the VCR and the video camera to be conducted by a video salesman from Mississippi School Supply Company
- (g) received instructional materials which had been ordered during the previous

- school year
- (h) videotaped an evening meeting of the local chapter of VICA (Vocational Industrial Clubs of America)--VICA is an organization for vocational-technical students.
 - (i) consulted with the area utilization specialist from MAETV (Mississippi Authority for Educational Television) about vocational programming
 - (j) drafted a publicity letter to be sent to publishers/producers of instructional materials--This letter stated the goals of the project and requested a response in the form of a current catalog of vocational-technical materials.
 - (k) compiled the results of the faculty questionnaires--Most members of the instructional staff were in favor of the establishment of a media and research services center on campus; however, some did not feel that they would need to utilize the resources which would be provided very often.

October--1980

Although I completed the scheduled administration of the student questionnaires during the first week of October, the second week was spent tabulating those which were completed and allowing those students which missed the questionnaire to complete one.

Several of the activities which had begun during the last month carried over into October: (a) inventorying equipment, (b) cleaning shelves, (c) receiving instructional materials, and (d) videotaping off-the-air programming. Programs were videotaped almost every day during the first semester of school. This allowed me to build a collection of video programs which could be utilized throughout the school year.

Individual conferences with the instructional staff

began the ordering process. The instructors were asked for their input concerning the building of a vocational-technical collection. Knowing little about the program content of the skill areas (drafting, electricity, construction, etc...) proved to be a handicap for me in this situation. One has to realize that at this time I was not aware of any selection aids for vocational-technical materials. I was forced to rely mainly on the instructor's judgement of the material's content for selection; and as I came to realize later, their judgement was excellent. They were able to assist me with matching the materials with the curriculum and the ability levels of the students. Knowledge of vocational-technical selection aids was gained with time and experience.

After conferring with instructors, the selection of materials to be ordered was made. Our book and audio-visual software budget was \$8,500.00 for the first school year (Phase 2). This seemed an enormous amount of money to me at first; I quickly realized that vocational-technical materials are, least of all, inexpensive! Although print materials are cheaper, it was not always possible to locate items with adequate content in the print medium. We quickly learned that it would eventually be less expensive to produce our own video programs than to try to locate and purchase pre-produced programs.

The instructional staff had been instructed in the basic operation of a videocassette recorder and a video camera, and it had originally been planned for the instructors to videotape their own programs. With only one video camera, however, I did not feel that this would be feasible. In order to produce consistent, quality video programming, I felt that it would be more advantageous to train one or two students to assist me with the live videotaping. With fewer persons handling the equipment, maintenance would be kept to a minimum.

Other activities during October included: (a) completing the letter to publishers, (b) borrowing equipment from the DIMC until our equipment arrived, (c) receiving shipments of library/media supplies, (d) accessioning materials left in the Center, and (e) mailing purchase orders for instructional materials to publishers/producers.

November-1980

As the activities of selection, ordering, organizing, videotaping, and general cleaning continued to take place the Vocational Media Center began to take shape. Even though there were many things yet to be done, it seemed that these activities made a great demand on my time. I was not on schedule with the proposed evaluation design, and later I was to realize that I had set goals which would be impossible to reach during one school year.

One of the major activities for this month was the yearly Vocational School's Visitation-Work Night. This "open house" permitted parents of vocational students, persons from the community, and representatives of local businesses and industries to view what takes place each day at the Vocational School. Along with the invitations printed and mailed by the Intensive Business Training class, I was able to include a special invitation to visit the new Vocational Media Center. When I was not busy reorganizing an old slide presentation for the open house program, I was cleaning the Center. This was the first time anyone from the community had been in the Center. Most of those viewing the Center remarked that they felt this Center would be utilized by the students and the community.

I finally found time to accession and catalog some of the new items which had arrived. A classification "system" was decided upon. Print and non-print items were shelved together according to subject on open stacks. The subjects were very general: Automotive Mechanics, Consumer Home Economics, Industrial Drafting, etc... The objective of the classification system was ease of utilization by the Center's patrons. As long as patrons were using materials and seemed to find this arrangement the easiest to understand, I felt that the system would be beneficial.

During November, the Vocational Media Center was visited by two Title IV team members from the Mississippi State Department of Education, Mr. John Barlow and Mrs.

NATCHES - ADAMS VOCATIONAL CENTER

208 Lumba Lee Drive
Natchez, Mississippi

The faculty and students of the Natches-Adams Vocational Center would like to extend to you an invitation to tour our building and observe students working in the various career areas.

The "Visitation-Work Night" will be held
Thursday, November 13th from 6:30 until 8:00 p.m.

We hope you will be able to join us.

Visitation-Work Night Invitation

I would like to take this opportunity to extend to you a special invitation to visit the Vocational Media Center as you tour the Vocational Center. The establishment of this media and research services center is being made possible by a special grant from the Mississippi State Department of Education. The media and research services center is now in the organizational stage, i.e. ordering materials, equipment, etc.

This media and research services center is being designed with not only the vocational students in mind, but also the members of the community, local business, and industry. Any suggestions which you might have for the development of the media and research services center will be appreciated. I look forward to seeing you Thursday, November 13.

Anne L. Winter
Anne Winter
Media Specialist

Invitation Insert

Yvonne Dyson; both were quite helpful. I had begun to feel that I was not accomplishing the tasks which I had set out to; however, they were both quick to remind me that one of the objectives of the project was to determine the amount of time and effort necessary to organize such a center. Our school was to be the testing ground for activities, procedures, and policies which might be utilized in a vocational-technical media and research services center. After their visit, I was refreshed, more enthusiastic, and determined to provide the best service possible to the instructional staff, the community, and the students of the Vocational School.

December-1980

Once again, the major activities continued: selection, ordering, organization, videotaping, and receiving orders. After the Title IV team visit, Mrs. Randazzo suggested some amendments be made to the budget in order to add more funds to the supply category. I also found time to review a system designed to file and locate career information. The system, called the Career Information System, is designed so that information located in different media (books, filmstrips, videocassettes) may be noted on a file card and cross-referenced for easier utilization.

Students were dismissed a half day in December to allow the instructional staff to meet within their buildings to discuss the formulation of a district-wide plan for accountability in instructional management. The librarian/media specialists were to act as resource personnel informing instructors of materials available from the centers in their schools.

Vocational-technical materials can be located in the most unlikely places. For example, when several Drafting students expressed an interest in geological drafting materials I was suprised. The course curriculum does not cover geological drafting in depth, therefore, we had no materials on the subject. However, I was able to locate and borrow some materials from a local oil well service.

Cooperation from the community has not been lacking; most of the persons I have talked with from the local business community have been more than happy to assist me. Many of these persons did not come to me to inquire as to whether or not they could help. The vocational media specialist must be prepared to make the first move when attempting to involve the community in a vocational media center.

The highlight of the month was the opportunity to attend the annual convention of the American Vocational Association in New Orleans, Louisiana. The purpose of my trip was to compile a list of publishers of vocational-technical materials (print and non-print). Even though much of the display area was filled by machinery demonstrations, I was able to contact several major publishers. Overall, the trip was successful. For a list of vocational-technical publishers and/or producers, see the section titled "PUBLISHERS/PRODUCERS LIST".

The last few days of December were spent preparing to close the Center for the Christmas holiday. All of the equipment was boxed and stored for the holiday.

January-1981

As soon as I returned from the Christmas holiday, it seemed that all of the orders which we had placed prior to Christmas arrived at one time. We were inundated with books and audio-visual kits, each of which had to be checked against packing slips, previewed by myself or an instructor, and either kept or returned to the company with an explanation of the item's return. No less than 15 separate orders were reviewed during the month of January! This in itself was a feat; and thanks to the vocational instructors, it took less time than I had expected to complete each order.

Other than jaunts to local bookstores, videotaping duties, selection, ordering, and receiving materials, the month of January was busy! A target date of February 1 had been set for the "official" opening of the

Vocational Media Center; therefore, I had not expected to have many students utilizing the Center's materials until that date. To my surprise, quite a few students began to visit the Center. Members of the instructional staff also began to utilize the resources available for them. By this time, most of the students were aware that something was being created for their use, and they decided to, as they say, "check it out". The Intensive Business Training class became the first actual group to utilize the Center. The class assignment was to locate jobs utilizing the Mississippi Job Bank. My responsibility was to instruct the students in the operation of the microfiche reader and the use of the Job Bank. The Job Bank, printed on microfiche, is a free service provided by the Mississippi State Employment Service which lists some of the available jobs in the state for a specific period.

The Building Trades class began construction of a small house in the yard located behind their shop. After discussing the possible uses of a video program with the instructor and Mr. Fallin, it was decided that I would begin videotaping the class as they constructed the house. At the time I did not feel that this would be a major task; however, each time it was necessary for me to videotape a sequence, I was forced to close the Center. The construction of the house was not completed until early May. During January, I also videotaped in the Metal Trades shop. As the VICA students were preparing for their district competition, I videotaped several of their practice sessions.

As I began receiving some of the information which I had requested at the AVA convention in December, I came to realize that I would have to "dig deep" to locate information on vocational publishers. After meeting with Mrs. Randazzo at the DIMC, I began requesting that the instructional staff prepare lists of the periodicals which they would like to be purchased for the coming school year. Due to the fact that these orders were awarded to the company which bid the lowest, it was necessary to request periodicals early. The Director of Community Education for the District also visited the Center to discuss the possibility of opening the Center one or two nights a week so that the community education classes could

utilize the materials. This was arranged to begin in February. Several salesmen also visited the Center during January.

In order to gain a better understanding of vocational education, I also attended the District 3 meeting of the Mississippi Association of Vocational Educators in Wesson, Mississippi. At this meeting, attended by several persons from the Natchez Vocational School, I was introduced to several members of the Mississippi State Department of Vocational Education.

February-1981

February 1 was the target date for the official opening of the Center; however, the Center had been open practically since the beginning of school. I had not refused to let anyone into the Center; and, the students and instructors had been able to check-out materials since the second week in September. Activities during February also included: (a) videotaping off-the-air programming as well as live productions (house construction, VICA, mock interviews by the Intensive Business Training Class), (b) receiving, accessioning, and processing materials, (c) assisting students in the utilization of the Center's materials, (d) preparing a list of supplies needed for the next school year, (e) continuing the preparation of a list of periodicals for the next school year, and (f) meeting with community education classes. The persons in the community education classes seemed keenly interested in the materials which the Center had to offer them.

In addition to the activities listed above, I also accompanied the VICA organization to their district competition in Wesson, Mississippi so that I could videotape some of the competition and the awards ceremony. The instructors were later going to use the videotape as a recruiting tool and to show future competitors how the competition was organized. A student from the Intensive Business Training class also started working for me during February. She worked in the morning performing

such tasks as typing, filing, indexing periodicals, etc... In return for her assistance, the student received a grade which was averaged with the grades from the regular class.

I became aware that the International Paper Company of New York awarded grants and/or fellowships to teachers in communities where their plants were located. After talking with Mrs. Elsie Murphy, Assistant Superintendent, I submitted a proposal for the construction of an addition to the present Vocational Media Center to include a small television studio. Mrs. Murphy, however, felt that it would be to my advantage to submit a proposal for a fellowship first. This fellowship would allow me to obtain more education in the field of video production. I completed the fellowship proposal and submitted it to Mrs. Murphy in March. I was also contacted by Joan Hayney of the Mississippi Association of Media Educators concerning the possibility of preparing a short program for presentation at the organization's convention in March. This program was to be designed to describe the project and our utilization of the video medium in the vocational-technical education field. Unfortunately, I was not able to accept her invitation; I did not feel that the project had come far enough to merit a formal presentation.

Beside the many activities already mentioned for February, the school district once again dismissed students for a half day to work on the accountability plan. During this half day, the librarian/media specialists met together to discuss a program for library/media skills instruction.

March, April, May-1981

March, April, and May were filled with many of the same activities as the previous months: selection, ordering, organization, videotaping, visiting local businesses, processing, working with the community education classes, and meeting with Mrs. Murphy concerning the International Paper Company Foundation fellowship proposal.

The following projects were also taking place during these months:

1. all equipment was tagged with an inventory identification number
2. budget balances were revised for Title IV-C, Title IV-B, and District Maintenance
3. began an inventory of processed materials
4. attended the Children's Book Festival at the University of Southern Mississippi
5. accompanied the DECA (Distributive Education Clubs of America) group to their state convention in Biloxi, Mississippi—I was acting as a temporary club advisor; the regular advisor left the school system prior to the convention.
6. received the photocopier from the Vocational School's office when it had been replaced by a new copier

Once again, we were visited by a team from the Title IV office: Dr. Jack Gunn, Mr. John Barlow, and Mrs. Yvonne Dyson. After being given a favorable report from the team, we submitted a proposal for the continuation of the project for the next school year.

June, July, August—1981

It was only necessary for me to work long enough during June to complete the proposal mentioned above. During this period I was also notified by Mrs. Murphy that the grant proposal submitted to the International Paper Company Foundation had been accepted. I was to begin taking classes in September, 1981.

During the first two weeks in June, the vocational instructors constructed an office in the Vocational Media Center. The funds for the materials used to construct the office were provided by the district. This office included shelving for the professional/instructional staff collection, cabinets for the vertical file materials, and small storage space for processing supplies.

September-1981

(Beginning of Phase 3)

Once again, the first matter of the school year was the administration and tabulation of faculty and student questionnaires. It should be noted that the faculty questionnaires indicated that the Media Center was becoming an integral part of the Vocational School's resource network. The student questionnaires also indicated an acceptance of the Center as a source of assistance for students. As the questionnaires were being administered and tabulated, I was also completing an evaluation report of the previous school year for submission to the State Department of Education. Other matters taken care of this month were:

1. sent supply orders to the Maintenance Department
2. sorted, checked-in, and filed periodicals received over the summer
3. set-up a videotaping schedule
4. compiled a list of all programs housed in the VMC on the video format
5. assembled bulletin board ideas
6. organized a consideration file to ease the selection process
7. began looking at policy handbooks of local libraries
8. began meeting with the Superintendent's Advisory Committee—This committee, which met each month with the Superintendent, consisted of persons representing each school within the system.
9. received and previewed materials
10. began meeting one of the classes at the Natchez branch of the University of Southern Mississippi (this class was funded by the IPCF grant)—Utilization of Instructional Television
11. assisted students and faculty with locating materials

October-1981

October was an extremely active month. I attended

classes at USM-N, repaired books, checked-in periodicals, scanned catalogs and periodicals for vocational-technical materials, wrote letters to publishers requesting catalogs, began meeting with community education classes, videotaped a communications model in the Diversified Occupations class, and assisted students and faculty with utilization of materials and audio-visual equipment.

Open House was scheduled for November, so I began drafting an invitation to local businesses and industries asking them to tour the Center during Open House. Contacting the local newspaper, the school system's in-house publication, and the two high school publications became my responsibility. Mr. John Barlow also conducted an on-site evaluation this month; he made several suggestions, a few of which concerned the establishment of a closed-circuit television system within the Vocational School. After Mr. Barlow's visit, I contacted Mr. Charlie Fisher, a representative of the local cable company, Sammons Communications. Mr. Fisher's technical assistance was invaluable when formulating plans for the CCTV system. The system was not operational until after Christmas, however, because of several unavoidable delays.

Some of the new activities taking place in November were:

1. revising (adding cards for new students) last years borrower's cards—These cards were maintained in order to note what types of materials were being utilized by students. For instance, were the auto students utilizing materials from the Automotive Mechanics section or the Building Trades section?
2. consulting with instructors concerning the development of alternative methods of learning and instruction, also referred to as learning sequences—The main concern of the learning sequences was the development of video programs designed to meet the student's and the instructor's needs.

3. acting as a resource for not only the instructional staff of the Vocational School, but also the Industrial Arts instructors in the District during the accountability meetings
4. conducting an orientation to the VMC for vocational-technical instructors
5. formulating plans for a means to involve trade area students in the development of learning sequences—This group will later form the Camera Crew.
6. compiling a bibliography of materials available in the Center
7. receiving and hooking-up the new video editing system

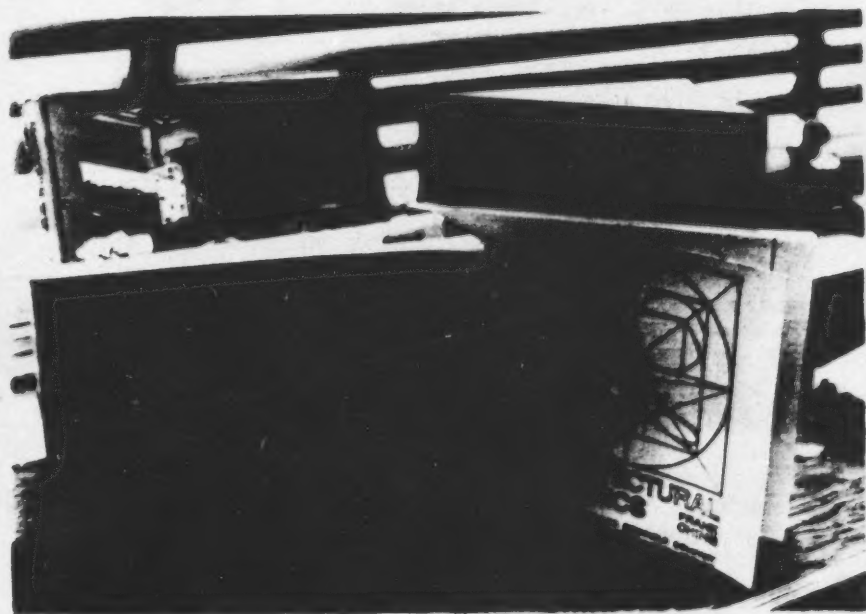
November—1981

Ordering materials, checking-in and distributing periodicals, assembling bulletin boards, organizing and meeting with the Camera Crew, live and off-the-air videotaping, and hand delivering invitations to the upcoming Open House kept my time filled.

After receiving a request from a representative of the Mississippi Authority for Educational Television, I submitted an article and photographs for publication in their newspaper; the MAETV publication is distributed throughout Mississippi and to other educational television stations. Outlines for some information-location skill units, designed to teach reference skills, were also drafted during November.

December—1981

Aside from the usual tasks and activities, I also continued to meet with the Camera Crew, the Advisory Committee, and attend an Instructional Photography class at USM-N. A meeting of the system's librarians was held during December; deadlines, book bids, and storage of audio-visual equipment for the Christmas holiday were all topics discussed at the meeting.



Two new activities beginning in December included (a) the student clerical assistant program (explained in the section titled "SUPPORT GROUPS" and (b) the scheduling of weekly sessions in the Center for the Diversified Occupations and the Distributive Education classes. Finally, all equipment was boxed and stored for the holidays.

January-1982

Faculty meetings, locating information for community education classes, ordering materials, processing new materials, processing periodicals, meeting with the Camera Crew, videotaping, meeting with the Advisory Committee, and assisting students continued to monopolize much of my time.

After the audio-visual equipment had been unboxed and put into place again, the video editing system was stolen. This caused a tremendous setback with the production schedule for the learning sequences. In the meantime, I began taking and developing photographs in each trade area. These photographs were mounted by the Drafting instructor and displayed on the main bulletin board during Open House in February. This year, two Open Houses were held at the Vocational School.

February-1982

Scanning catalogs, periodicals, and professional literature became a weekly activity. This was necessary in order to stay abreast of current technical literature. As well as processing the periodicals as usual, a form to request periodicals for the next school year was distributed; it was once again time to assess needs in order for Mrs. Randazzo to bid for periodicals.

February activities:

1. accessioning and processing new items

2. meeting with other librarians to discuss and adopt a plan for library/ media skills instruction
3. meeting with the Advisory Committee
4. receiving and previewing materials
5. assisting the Camera Crew students with writing scripts for productions in their specific trade areas
6. accompanying the VICA organization, as a club advisor, to district competition—One of the Camera, Crew students which I had trained competed in the Job Skill Demonstration category and won first place. Her demonstration explained the utilization of the video medium at our school.

The editing system which was stolen was replaced by the District in late February; thus, we were able to resume production of the learning sequences.



March, April, May-1982

As the usual activities continued to take place, other activities were also taking place:

1. working with the editing system
2. explaining the purpose of the Center to groups of junior high school students which were touring the Vocational School
3. continuing to draft outlines for the information-location skill units
4. Camera Crew students videotaped learning sequences
5. taking a field trip to tour the MAETV studios and the set/prop warehouse in Jackson, Mississippi
6. inventorying all equipment and materials
7. attending VICA's state competition
8. setting-up tours of the International Paper Company Natchez Mill for the Intensive Business Training and Electricity classes-IBT toured the Mill's offices and spoke with the personnel director; the Electricity class toured the mill and the maintenance shop

June-1982

June was spent completing the inventory which had begun in May; and, an implementation plan was drafted to describe plans and activities for the 1982-83 school year.

Due to problems in scheduling the television production classes, I was not able to complete the third course for which funds had been provided by the International Paper Company; however, International Paper extended the grant into the next school year.

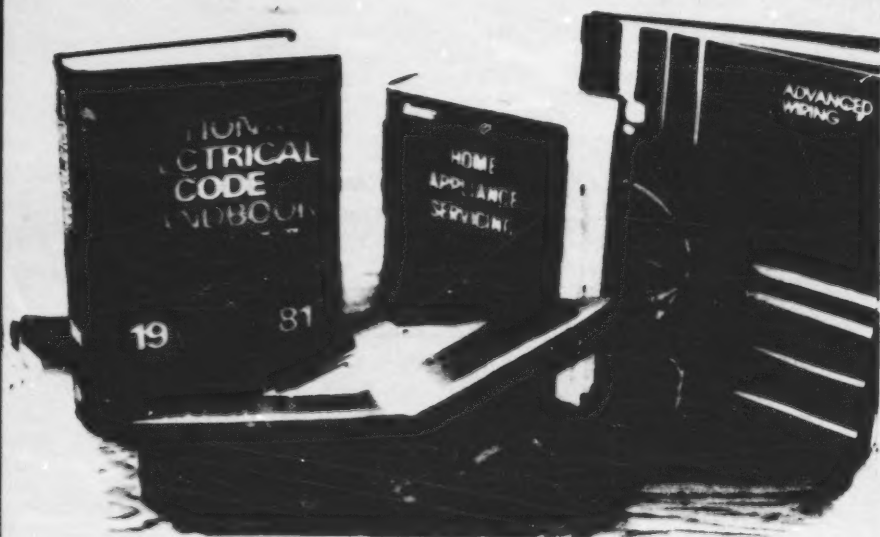
July-1982

No Activity

August-1982

Just before school was out in May, I was contacted by the State Vocational-Technical Division's Supervisor of Special Vocational Programs concerning the possibility of acting as a video consultant for the Summer Vocational Conference. The Conference, sponsored by the Vocational-Technical Division of the Mississippi State Department of Education, is an annual event which affords vocational-technical instructors the opportunity to attend workshops pertaining to vocational education. I agreed to act as a consultant; it was my responsibility to videotape a panel discussion concerning sex equity.

Other than attending the Summer Vocational Conference, the month of August was slow. School began during the last week in August for the instructors. The Vocational Media Center was "put back together" after the summer vacation.



1982-1983

The activities carried out during the 1982-83 school year were basically the same as those of the previous year; however, several new activities and tasks were undertaken during this period. A list of "regular" activities follows. These include those which took place daily, weekly, or monthly.

- Daily:
- Assisting students and faculty
 - Circulating books and audio-visuals
 - Circulating audio-visual equipment
 - Coordinating the activities of the student clerical assistants and the media assistant
 - Instructing students in media skills
 - Organizing and locating articles for a vertical file
 - Scanning catalogs, professional, and technical literature for vocational-technical materials
 - Scanning in-coming mail
 - Videotaping--live productions and off-the-air programming
- Weekly:
- Accessioning and processing materials
 - Assembling bulletin boards and displays
 - Assisting community members
 - Assisting substitutes with pre-planned audio-visual programs
 - Checking-in and distributing periodicals
 - Instructing and working with the Vocational Video Crew (Camera Crew)
 - Meeting with Community Education classes (only during class time)
 - Planning video productions
 - Previewing materials
 - Selecting and ordering materials
 - Setting-up the Mini-Movie programs
- Monthly:
- Cleaning the Center
 - Meeting with the VICA organization
 - Compiling grades for the media assistant and the student clerical assistants

The activities which are detailed on the following pages are only those which I felt would justify an explanation. One must keep in mind that the activities listed on the previous page were also taking place along with the following activities.

September-1982

As soon as the 1981-82 Evaluation Report was completed, I began work on the 1982-83 Implementation Plan; these reports were mailed to the State Department of Education upon completion. Several activities took place after I had drafted the student and faculty questionnaires and sent them to the printer:

- (1) videocassettes were sent to South Natchez-Adams High School to be copied
- (2) the filing system for the Center was reorganized with the help of the student clerical assistants
- (3) periodicals received during the summer were sorted, checked-in, filed, and distributed
- (4) machinery bulbs were ordered
- (5) instructors were previewing materials which were received during the summer
- (6) orders were being made, expending all of the Title IV-C and B funds for the Vocational School's current year
- (7) videotaping of candidate speeches for VICA and DECA
- (8) editing videocassettes in order to organize a list of all programs available in the Center
- (9) collating a booklet listing all of the materials available in the Center
- (10) preparing a handbook for faculty and students explaining the Center's rules, regulations, and utilization
- (11) began instructing the media assistant

- (12) completing an off-the-air videotaping schedule
- (13) compiling a list of current periodicals for faculty utilization

After receiving the questionnaires, each class was given an orientation to the Vocational Media Center during which the questionnaires were completed by both the students and the instructors. At this time, I was also trying to recruit instructors for a television production course to be given at USM-N; however, it was not possible to set up this course. After attending the first VICA meeting of the school year, I assembled a small bulletin board to be utilized for recruiting new members.

Once we had returned to school at the beginning of September, all of the audio-visual equipment was replaced and hooked-up; however, I failed to see that the video editing system was functioning properly. When I began to edit some of the videocassettes, I discovered the system would not complete an edit; it could only be used for playback. It was necessary to call a repairman during which time I spent many difficult and frustrating hours manually editing some videocassettes which were needed immediately.

October-1982

During October, my primary focus was to tabulate the completed questionnaires as well as to conclude the orientation sessions which had begun last month. The student clerical assistants began revising the borrower's cards, establishing files for instructional materials catalogs, and compiling a list of all professional/instructional materials housed in the Center.

At one of the regular faculty meetings, the booklets and lists which had been prepared in September were distributed to the instructional staff. I began to notice that several members of the instructional staff were beginning to rely on the Center and its resources more and more. These instructors were utilizing the books, audio-

visual software, audio-visual equipment, the video medium, and the media specialist on an increasingly regular basis.

Weekly meetings also began with the Vocational Video Crew (previously referred to as the Camera Crew). This year, however, the composition of the Crew changed. Two students were utilized from each trade area, thus allowing a "team effort" toward video productions for their specific trade areas. Included in the illustration below are only a few of the members of the Vocational Video Crew.



Other work included: (a) planning a supply order and delivering purchase orders for the cabinet to be built for the Center, (b) videotaping the construction of a house outside of Natchez, (c) writing an article for the District's in-house publication, (d) editing the program videotaped during the Summer Vocational Conference, and (e) instructing several classes in media skills--operating audio-visual equipment.

November-1982

The Vocational Video Crew was able to cover a great deal of material during November. Operation and maintenance of both the standard and the portable videocassette recorders was covered, as well as the concept and utilization of a single camera system. Most of the Crew members began writing scripts during November, and the students from the Drafting area actually began videotaping their program (Title: Principles of Geometric Construction). Other videotaping during this month included quite a few afternoons spent taping at the previously mentioned construction site, taping a communications exercise in the Diversified Occupations classroom, and taping a live program requested by a community member. Each time I videotaped at the construction site, it was necessary to close the Center.

I began the Mini-Movie program during this period also; this program simply provided that a 5 to 10 minute program be shown in the Center during the break period once a week. These short programs dealt with topics of interest to vocational students. Many of the students seemed to enjoy these programs.

In order to better organize the work of the student clerical assistants, several of the tasks which were performed on a regular basis were assigned to individual students; these tasks included circulating materials, processing new materials, checking-in and distributing periodicals, etc... Several days were spent explaining the procedures for each task to the students; and finally, with my supervision, these tasks were turned over to the student clerical assistants.

Other activities during the month included attending a microcomputer demonstration, selecting books for preview at a local bookstore and an auto parts store, meeting with the District's librarians, checking the labeling of all Title IV materials, and beginning a systemized procedure for labeling all recorded videocassettes.

December-1982

The only special activities during this month included attending faculty meetings and a District Librarian's meeting during which the evaluation of our schools by the Southern Association of Colleges and Schools was discussed.

The Vocational Video Crew was extremely active due to the fact that three crews were videotaping in their respective shops/classrooms; these crews were from the Electricity, Drafting, and Intensive Business Training classes. The Building Trades Crew was completing their script in order to begin videotaping in January.

Due to the fact that the District had secured the Center after the break-in during the last school year, it was not necessary to pack all of the audiovisual equipment for storage over the holiday.

January-1983

January

Time and energy was spent requesting free materials for the vertical file and working closely with the Vocational Video Crews. Most of the crews had completed scripts, and several of them had begun to videotape following their scripts. The Electricity Crew completed the video portion of their program during January and only lacked completing the audio portion to close their program.

A great deal of time was also spent processing new materials and checking invoices to see that orders were completed. Other activities included:

- (a) returning borrowed 16mm films to both the American Enterprise Center and the Research and Curriculum Unit at Mississippi State University,
- (b) assisting some community members, (c) arranging to have photographs of the Vocational Video Crew taken for the high school annuals, (d) attending another of the District Librarian's meetings, and (e) re-

organizing the Center in order to accomodate the audio-visual storage cabinet which had been constructed and installed by the Building Trades class.



February-1983

The highlight of February was a trip to the instructional television studios at Hinds Junior College and a tour of the facilities of the Mississippi Authority for Educational Television. During the tour of the studios at Hinds, the Video Crew was allowed to see a live production; several students were taken into the studio's control room during the taping session. At the MAETV station students were conducted on a tour of the studios, control rooms, design studio, and warehouse. Due to the fact that these were vocational students, most of them enjoyed the trip to the warehouse most of all. Here, they were shown how a set was conceived, designed, and constructed. Once again, the Video Crew was very

busy completing program scripts and videotaping. The Drafting Crew completed videotaping during February; to complete their program they would have to edit the videocassette and add a sound track.

After accompanying the VICA organization to the District Skill Olympics, I completed several other activities: (a) locating information pertaining to solar heating and cooling for a community patron, (b) attending a meeting of local librarians concerning the Southern Association evaluation, (c) sending videocassettes to North Natchez to be copied, and (d) compiling the periodical order for the coming school year.

March-1983

Sending video programs to South Natchez, correcting errors made on the equipment inventory print-out, introducing groups of junior high school students touring the Vocational School to the Center, and preparing for the Southern Association evaluation were only a few of the activities which took place in March. Photographs of the VICA members which won medals at the District Skill Olympics were also taken, processed, and delivered to local publications by myself and a student.

It was interesting to note that the gas heating training unit which was purchased during Phase 2 was now beginning to be utilized fully. Several Electricity students had begun to use the unit on a regular basis; the unit was always taken to the shop so the instructor was able to supervise its use.

April-1983

The junior high tours continued as members of the Video Crew continued to videotape their programs; all of the Crews had completed scripts. Videotaping was also taking place in several other

areas of the Vocational School: (a) Diversified Occupations-videotaping mock job interviews and job demonstrations, (b) Intensive Business-videotaping mock job interviews, and (c) videotaping a guest speaker's discussion of the development of the computer.

Team members from the Southern Association of Colleges and Schools visited the Center during April; they indicated in their report that the Center should be continued.

The VICA State Skill Olympics was held in April. I accompanied the Club as an advisor; some of the Video Crew members also videotaped some of the competitions.

May-1983

Activities for May included the following: (a) placing a final book order, (b) accompanying the Pre-Vocational Preparation class to the newly renovated Eola Hotel for a special tour and explanation of housekeeping duties, (c) finalizing all budgets, (d) completing the labeling of all recorded video-cassettes, (e) completing the Video Crew programs, and (f) beginning an inventory of the Center.

June-1983

While completing an inventory of the Center's materials and equipment, I began another videotaping job. The roof of the Vocational School was being replaced and several instructors expressed an interest in the particular process being utilized. After talking with a representative of the roofing firm, it was agreed that I would videotape the process. This "job" continued while I began to compile this booklet.

PUBLISHERS/PRODUCERS LIST

The list printed below and on the following page contains the names of companies which publish or produce vocational-technical materials. These materials include both print (books, etc.) and non-print (audio-visuals) formats.

*	Allyn and Bacon, Incorporated
†	American Enterprise Center
†	American Petroleum Institute
*	American Tech
*	American Vocational Association
*	Arco Publishing
*	Barron's
*	Bennett Publishing Company
**	Bergwall Productions
*	BMI Paperbacks
*	Bobbs-Merrill Educational Publishing
†	Business Education Services
†	Butterick Publishing
†	Career Aids, Incorporated
*	Career Guidance Books
†	Careers, Incorporated
†	Catalyst
†	Center for Occupational Curriculum Development
†	Consumers Union
†	Cummins Engine Company, Incorporated
†	DCA Educational Products
**	D. E. Visuals
*	Dell Paperbacks
*	Delmar Publishers
†	EduPac, Incorporated
†	Edu Tech
**	Educational Dimensions Group
**	Educational Enrichment Materials
†	EMC Publishing
**	Eye Gate Media
†	Ford Service Publications
†	General Motors Corporation
*	Goodheart-Willcox

* Print ** Non-Print † Both Formats

- * Golden Press
- † Home Planners, Incorporated
- * Howard W. Sams and Company
- * Industrial Press
- * John Wiley and Sons, Incorporated
- † John Deere
- ** Ken Cook Education Systems
- † Kodak
- † McGraw-Hill
- ** McIntyre Productions, Incorporated
- † McKnight Publishing Company
- † Mafex Associates, Incorporated
- ** Milliken
- * Mitchell Manuals, Incorporated
- ** MTI Teleprograms Incorporated
- † National Educational Media
- * Nelson-Hall Publishers
- * PennWell Books
- * Peterson's Guides
- † Petroleum Extension Service
- * Pittman Learning, Incorporated
- * Prakken Publications, Incorporated
- † Prentice-Hall (and Prentice-Hall Media)
- † Pyramid Lifeskills
- ** RMI Media Productions
- * Rodale Press
- ** Singer Career Systems
- † South-Western Publishing Company
- † Stanley Tools Educational Department
- * TAB Books
- * Taunton Press
- † Teaching Aids Incorporated
- † United States Government Printing Office
- ** United Transparencies
- * VGM Career Horizons
- ** Vocational Filmstrip Company
- † Vocational Studies Center—University of Wisconsin-Madison
- † Westinghouse Learning Corporation
- † J. Weston Walch
- ** Western Tape

- * Woodcraft
- * World Almanac

Many of the companies listed publish or produce materials other than those of a vocational-technical nature; therefore, when requesting catalogs of publications, be sure to specify your interest in vocational-technical materials.